DOCUMENT RESUME

ED 309 850 PS 018 169

AUTHOR James, William H.; Smith, Albert J.
TITLE Pre-Teen Bridge Program: Summative Evaluation and Recommendatons.
INSTITUTION Washington Univ., Seattle. Center for the Study and Teaching of At-Risk Students.
PUB DATE Jun 89
NOTE 25p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Communication Skills; Definitions; *Dropout Prevention; Elementary Education; Evaluation Methods; *Formative Evaluation; High Risk Students; *Interpersonal Competence; Preadolescents; Program Evaluation; Program Improvement; Summative Evaluation; *Tutoring
IDENTIFIERS *PreTeen Bridge Program

ABSTRACT

This formative evaluation of the Atlantic Street Center's Pre-Teen Bridge Program (P-T Bridge) focused on the academic support and prosocial skill development components of the program. The academic component included one-on-one tutoring, and the prosocial skill component included activities and materials designed to improve social and communication skills. Objectives of the evaluation were to: (1) assess the effectiveness of program activities and materials; (2) recommend activities and materials which should be retained, revised, or dropped; and (3) recommend a design for subsequent summative program evaluation. To gather data, key professionals associated with the P-T Bridge program were observed and interviewed. A total of 21 youths serviced by the program were interviewed, as were several tutors and others familiar with the program. Over 30 studies and reports related to the youth population, and school data on the 25 participants for the period 1988-89, were reviewed. Findings suggest that the academic support and prosocial skill development components must be retained, periodically revised, and evaluated in an on-going manner, if the program model is to have a measurable positive impact. An appendix provides a multidimensional operational definition of at-risk students. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED309850

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Pre-Teen Bridge Program Summative Evaluation Recommendations

Prepared By
William H. James, Ph.D.
Albert J. Smith, Ph.D.
Center for the Study and Teaching of At-Risk Students (C-STARS)
University of Washington

For

Atlantic Street Center
June 1989

PS 01769

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

William H. James

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Executive Summary

This is a formative evaluation intended for use with a summative evaluation of the Atlantic Street Center's Pre-Teen Bridge Program (P-T Bridge). The objectives of this evaluation were:

1. To assess the activities used by the program, to determine if they worked as intended.
2. To assess the materials used by the program, to determine if they worked as intended.
3. To recommend which activities should be kept, revised, added or deleted.
4. To recommend which materials should be kept, revised, added or deleted.
5. To recommend a design for a summative evaluation.

Beginning in February of 1989, observations and interviews were begun with key professional informants associated with the P-T Bridge Program. During March, April and May of 1989, 21 youths presently being serviced by the P-T Bridge Program were interviewed; as were several tutors, and other individuals familiar with the P-T Bridge Program. Over 30 studies and reports related to this youth population were reviewed, as well as school data of the 25 participants in the 1988-89 Program. (See appendix A for operationally defining "At-Risk" students).

The term At-Risk describes a significant population of youth who are at-risk of dropping out of school and the finding of this study suggest there **are hundreds of at-risk pre-teen students** in any school population at any given time, and that these numbers are increasing at an alarming rate. The major characteristics that are associated with at-risk students are; (1) behind in grade level, (2) poor academic performance, (3) poor school attendance, (4) homelessness (5) frequent detention and suspension, (6) dislike of school, (7) member of a low-income family (8) member of a single parent family (9) member of dysfunctional family, (10) language problems, (11) physical problems, (12) behavioral problems, and (13) poor communications skills.

Program Evaluation

The focus of this evaluation was on (1) the academic support component and (2) the prosocial skill development component. The academic component includes one-on-one tutoring, and the prosocial skill development component includes activities and materials designed to improve social skills and communications skills.

The findings of this study suggest that in order for this model to have a measurable positive impact, these two

components must be retained, revised periodically, and evaluated in an on-going manner.

A recent report by the Children's Defense Fund highlights the urgency for maintaining programs targeting the age group this program is working with:

- Youths who by age 18 have the weakest reading and math skills when compared with those who have above average basic skills are:
  - 9 times more likely to drop out of school before graduation;
  - 8 times more likely to have children out of wedlock;
  - 5 times more likely to be both out of work and out of school;
  - 4 times more likely to be forced to turn to public assistance for basic income support.[1]

RECOMMENDATIONS

1. Make learning fun by using teaching practices and methods that challenge students to learn.

2. Integrate games into the learning experience whenever possible.

3. Retain the Tutoring Component

   - Carefully match personalities of students to tutors in order to minimize re-assignment of students.
   - Assign someone the role of "Tutor Coordinator". This individual would be responsible for scheduling, problem-solving, and monitoring the program.
   - Determine what additional materials are desired by tutors.

4. Retain Social Skills Building Component

   - Carefully organize smaller groups of 4-6 students for these activities as compared to groups of 18-24 at a time.
   - Assign tables and chairs to small groups in order to control movement around a large room.
   - Continue cooking activities as the youngsters can learn about nutrition and eat a good meal or snack.
   - Review the book Skill Streaming the Adolescent, to revamp the social skills program.

[1] A Call For Action to Make Our Nation Safe for Children: A Briefing Book On The Status of American Children in 1988. Children's Defense Fund. 122 C St. N.W. Washington, D.C. 20001

- o Develop a Speaker's Bureau of people to talk about adolescent development, parenting, and other current issues such as sports, music, food, budgeting, and other relevant topics. For example, Tim Watson, Reading Coordinator, at the Highline School District made an excellent presentation on "How to Make Reading Fun" and Bev Chapman presented on "What Activities Can Be Used to Teach".

5. Provide more activities to enhance ethnic pride and understanding.

6. Start Pre-Teen Bridge Program in the Fall so that a full school year program can be implemented.

7. Use teaching methods where auditory, visual, and hands-on learning is used.

8. Create an Advisory Board for the Pre-Teen Bridge Program that would consist of representatives from:

   A. The Atlantic Street Center
      1. Staff
      2. Board
   B. Elementary School
      1. Staff
      2. Parent
   C. United Methodist Church
      1. Staff
      2. Member
   D. United Way (Liaison Person)
   E. Center for the Study and Teaching of At-Risk Students (Liaison Person)
   F. Public School District (Liaison Person)
   G. University of Washington Faculty

9. Use teacher and tutor ratings of students to assess day-by-day school performance, e.g., are students working with materials, turning in assignments on time, improving attitudes toward school.

10. Use questionnaire given directly to students to measure their attitudes, concerns, issues, etc.

11. Use the Structured Learning Skills Checklist to determine changes in prosocial skills.

Annette

---

o Annette is 12 years old, has two stepsisters who do not live with her, and lives with her mother and her mother's roommate. She likes sports, seafood, pizza, and skating. She says that she likes her self-confidence and also says that she likes school.

William

---

o William is 12 years old, has one stepsister who lives far away, and lives with his mom, dad, sister, and cat. He likes sports such as baseball and basketball, and his favorite foods are pancakes, french toast, spaghetti, pizza, lasagna, and French, Mexican, and Chinese food! He feels that he is special and says he dislikes everything about school as it is boring.

Tanya

---

o Tanya is William's sister and is 11 years old. She likes baseball and basketball and her favorite food is pizza. She likes everything about herself and her family, except her brother!

Keith

---

o Keith is 10 years old and has four brothers and one sister and lives with his mother, sister, and one brother in a mobile home. His favorite food is pizza and he says that the best thing about school is recess! He would like a P-T Bridge jacket.

- Pre-Teen Students

Acknowledgements

A special thanks to Pastor Wally Snook and the generous, caring members of Riverton Park United Methodist Church who graciously provided time, resources, and a facility for the program and the staff of Riverton Heights Elementary School including Principal Keith Criss, teachers, tutors, and natural helpers. Also, the staff of the Atlantic Street Center, the tutors and volunteers of the Pre-Teen Bridge Program, and especially the case managers for the program, Debbie, Lori, Tessa, and Merwyn are to be thanked for their efforts and assistance with the program evaluation.

A special note of thanks to Joe Garcia and Al Smith whose support for this effort was critical and insightful, and to all of my friends on the Board of the Atlantic Street Center, for their dedication and support to efforts that will improve our "Children's Futures".

Table of Contents

I. Introduction

II. Design of Study

- A. Purpose
- B. Questions
- C. Operational Definitions
- D. Methodology
- E. Assumptions and Limitations

III. Results and Discussion

- A. Characteristics of Pre-Teen Bridge Student Population
- B. L.I.F.E. Tutoring Program
- C. L.I.F.E. Support Program
- D. Characteristics of Families
- E. Characteristics of Pre-Teens
- F. Parent's Circle
- G. Characteristics of Families

IV. Appendices

- A. Operational Definitions for At-Risk Students
- B. Riverton Heights Elementary School Enrollment by Ethnic Groups.

V. Reference Material

I. Introduction

Within Developmental Psychology there are distinctive theoretical viewpoints on how children develop and mature socially, physically, mentally, and emotionally. Freud (1906, 1920) was the originator of the psychoanalytical approach, Erik Erikson (1950, 1959, 1980) and Jane Loevinger (1976) are credited with a cognitive approach to development, Albert Bandura (1979) advanced our understanding of social learning and modeling behavior, Jean Piaget (1952, 1976, 1977) a noted Swiss Psychologist advanced a cognitive theory of development that has been very influential in understanding sequential discoveries in children's thinking about the world, and Abraham Maslow (1970) proposed that there is a hierarchy (or ordering) of human needs. The first two levels of Maslow's Hierarchy are basic needs such as food, water and sleep and the next levels are self-growth needs that are a part of human development. It is within these developmental contexts that the pre-teen develops socially, physically, mentally, and emotionally. Thus, a pre-teen program is critical in addressing these developmental needs.

In 1988, the General Board of Global Ministries of the United Methodist Church authorized funds for the Atlantic Street Center's Pre-Teen Bridge Program (P-T Bridge). The P-T Bridge Program subsequently received additional funds from (1) United Way of King County, and (2) The Medina Foundation. The first of four P-T Bridge Program sites was selected at Riverton Park United Methodist Church in cooperation with Riverton Heights Elementary School, and the program began on Tuesday, February 7, 1989.

The P-T Bridge Program is a cooperative effort of the Atlantic Street Center, a community-based agency with over 80 years of experience serving children, youth, families, and the community; the United Methodist Church with its long history of focusing on the family, and the Highline and Seattle Public School Districts. The purpose of the program is to develop partnerships between community-church-school and family that address the needs of at-risk youth in grades 4, 5, and 6.

---

o 54% of Washington's public school students have tried alcohol by the 6th grade.[2]

The youngsters to be provided P-T Bridge services are at-risk academically and socially, and the goal of the program

[2]State of the City. Children and Youth At-Risk. 1989. Church Council of Greater Seattle.

is to prevent delinquency and/or dropping out of school by building a family support program with a focus on academic improvement, neighborhood involvement, recreational activities, drug and alcohol education, and family counseling.

---

o Washington children who live in poverty: 1 in 5[3]

The P-T Bridge Program uses a "Learning is for Everyone" or in short - L.I.F.E. as a theme. There are two major components; (1) L.I.F.E. Tutoring which focuses on academic skill building and (2) L.I.F.E. Support which focuses on social skill development and family life issues.

P-T Bridge Program case managers coordinate, advocate, and provide direct services to children and families. The case managers are called **Bridge Builders**. The Bridge Builder plays a critical role in developing the cooperative spirit between church, school, family, and community. The Bridge Builder is responsible for working with school personnel, administrators, tutors, teachers, parents, volunteers and church and community members to address the needs of children. Parental involvement, extending the learning environment into the home, keeping parents abreast of student progress, and on-going student assessment are all aspects of the Bridge Builder's job.

Percent of King County families headed by a single parent: 23%.[4]

Case management is the core around which L.I.F.E. is organized. A Parent's Circle addresses concerns such as discipline, anger management, problem solving, decision-making, cultural identification, family adjustment, communications skills, values clarification and child growth and development. Home visits by Project Staff offer support for parents who need additional home-based service or special support programs.

Minimum monthly income that Washington State family of three needs to survive: $872.00[5]

---

[3]State of the City. Children and Youth At-Risk. 1989. Church Council of Greater Seattle.
[4]ibid.
[5]ibid.

II. Design of Study

A. Purpose

The purpose of this study was to assess the activities and materials used by the program to determine if they worked as intended, to recommend which activities should be kept, revised, added or deleted, and to recommend a design for a summative evaluation.

B. Questions

1. What activities are a part of P-T Bridge?
2. What materials are being used?

C. Operational Definitions

1. Activity - A major component of the program such as the L.I.F.E. Tutoring and L.I.F.E. Support that is provided on a regular basis for all students.

2. Materials - A curricula, books, handouts, readings, games, and other items that are used on a regular basis for all students.

D. Methodology

The following research activities were used:

1. A series of observations conducted on-site on Tuesday and Thursday evenings to observe the tutorial and social skills program activities and materials used.

2. A series of meetings with P-T Bridge Builders (case managers) during Monday staff meeting times at the Atlantic Street Center to discuss program design, implementation, and evaluation.

3. Informal interviews with key informants familiar with the program such as Pastor Wally Snook, and church and lay volunteers and tutors.

4. Structured interviews with the P-T Bridge students enrolled in the program.

5. Informal visits to Riverton Heights Elementary School to assess the learning environment and to observe student and teacher interaction.

6. Review of student data from files.

7. Related reports and evaluations of similar programs were reviewed along with the materials related to at-risk populations.

---

o Children and families have never been in greater jeopardy. The tragedy is that we know what to do, but we've yet to muster the national political will and financial commitment to do these things.[6]

E. Assumptions and Limitations

This is a formative evaluation and is intended for use with a later summative evaluation of the Pre-Teen Bridge Program. This study is not intended to serve as a summative or final report on the effectiveness of the program in achieving measurable goals and objectives. This evaluation format is intended to be used to assess activities and materials and to contribute to the development of a summative evaluation.

Further, the author of this report will propose a summative evaluation design for the Pre-Teen Bridge Program and provide a set of key questions that should be addressed as a part of a summative plan. Finally, the recommendations presented in this report are not intended for total endorsement or implementation, but rather to serve as a set of component guidelines in planning future Pre-Teen Programs.

---

o Students in the United States ranked well below average in an international test of mathematical skills of eighth grade students. Only 6 of 19 other nations scored below the United States.[7]

---

[6]"All of Our Children". Alliance for Children, Youth, and Families. January, 1989. page 9.
[7]Center for Education Statistics. Office of Educational Research and Improvement. U.S. Department of Education. Digest of Education Statistics, 1987, p.303.

III. Results and Discussion

A. Characteristics of Pre-Teen Bridge Student Population

- 11 Females
- 14 Males
- There were two 9 year olds.
- There were two 13 year olds.
- The typical age of the students was approximately 11 years old.
- There were six 4th graders.
- There were twelve 6th graders.
- There were six 5th graders.
- There was one 3rd grader.
- The typical grade level was 5th grade.

- My favorite books are those with unicorns in them.
  - Pre-Teen Student

Several students are behind in grade level and have poor academic performance and nearly all of the students interviewed indicated a dislike for school which is not unusual for this age group. However, when disklike of school is taken together with academic problems, dysfunctional family and poor communications skills, a formula for failure develops.

When asked what they liked least about school:

- What I dislike most about school is reading.
- What I dislike most about school are the teachers.
- Everything
- Social Studies
- Work
- Math
- Social Studies
- Some Kids
- Work for subjects
- History
- It's boring
- Reading
- Reading
- Work, Math
- Everything
- Math
- Work, Everything
- Work, Math, Social Studies, English
- Reading
- Subjects, Math, Science, Social Studies

  - Pre-Teen Students

When asked what they liked most about school:

- Art class (drawing, making things)
- I really like Art and gym class.
- Nothing
- Recess
- P.E.
- Recess

- Learning
- Gym and recess
- Gym and recess
- Math
- Gym
- Math
- Meeting a lot of people
- Recess
- Fun
- Recess
- Art (drawing)
- Lunch
- Reading
- Lunch, recess, the computer

- Pre-Teen Students

These youngsters have a good deal of physical energy as is indicated in these responses that indicate a need for physical activity. When asked what they liked to do for recreation or fun, some replies were:

- wrestle
- go exploring
- ride my bike
- skating
- baseball, football, some basketball
- swimming
- sports, baseball
- skate, swim, sports
- basketball, baseball, sports
- baseball, drawing, jumprope, gymnastics
- basketball
- soccer, basketball, and football
- skateboard
- baseball
- draw, color, listen to music, watch TV, ride my bike
- softball, watch soccer
- gymnastics
- gymnastics
- roller skating, jumping rope

- Pre-Teen Students

B. L.I.F.E. Tutoring Program

Based on observations, the L.I.F.E. tutoring program appeared to be implemented as planned, and a cadre of highly qualified and committed tutors were recruited. The goals were to provide one-on-one tutoring to the students and to focus on the basic skill areas of Reading, Writing, and Mathematics, as well as, to emphasize and communicate the importance of learning. The tutoring program provides a foundation for reinforcing successful school experiences and assists youngsters with school performance.

- I would like quieter rooms for Tuesday's tutoring program.
- I would like longer studying time on Tuesday.
- I like tutoring the most of the P-T Activities.
- I like tutoring in math, spelling, and playing with the bear the most.
- I only like Tuesdays.
- No Tuesdays.

o I do not like tutoring.

- P-T Students

---

o Having a supply of the actual textbooks used by the 4th, 5th, and 6th grades is a tremendous help. There is also a well stocked library of books suitable for the pre-teen age group.

- P-T Bridge Program Staff Member

C. L.I.F.E. Support Program (Social Skills)

Based on observations, the L.I.F.E. Support Program appears to have been implemented as planned and the Bridge Builders were actively involved in the social skills building curriculum as outlined below; with students involved in role-play exercises.

1. Beginning Social Skills
2. Advanced Social Skills
3. Skills for Dealing with Feelings
4. Skill Alternatives to Aggression
5. Skills for Dealing with Stress
6. Planning Skills[8]

---

o I like Cooking
o Social Skills
o Cooking
o I like acting out plays

o I like joining in
o I like Thursdays the most

o Popcorn
o Cooking
o I like the social hour

- Pre-Teen Bridge Students

The P-T Bridge L.I.F.E. Support is a program focused on learning proficiencies in social and adaptive skills. The goals of the program are to provide a Structured Learning Program for the youth, a Support Group for Parents, Case Management for the families and interaction between neighborhood-church-school and family. Thus, the "Learning Is For Everyone" L.I.F.E. model appears to have been implemented.

D. Characteristics of Families

Data on the families of the P-T Bridge students were collected by Bridge Builders and from a structured interview

[8]Goldstein, A.P. et al Skill Streaming the Adolescent. A structured learning approach to teaching prosocial skills. 1987. Research Press Compnay. Champaign, Illinois.

of students administered by the evaluator. A family involved in the P-T Bridge program is most likely to be a family of four headed either by a single white female or a married white female. (See Table I)

E. Characteristics of Pre-Teens

Question: What is your Ethnic Heritage?

Answers:

- o Part Indian, Irish
- o Part Indian
- o White, human
- o Mixed
- o Some Indian
- o Some Norwegian
- o Mom is Thai/American
- o Indian, German
- o Chinese,Cambodian
- o American
- o Irish, French, German
- o I don't know.
- o German, Irish, Swedish, Norwegian, Scottish
- o I don't know.
- o German?
- o Irish and German
- o Irish and German
- o Indian
- o Indian

F. Pre-Teen Bridge Program Parent's Circle

The following comments were taken from several meetings with the Parent's Circle.

- o We are happy with the tutorial program.
- o Grades have improved for William, Annette, and other students.
- o Most of us are not happy with the social skills program (role playing activity).
- o We need more after school and day care programs at affordable prices.
- o We are not satisfied with certain teachers at Riverton Heights Elementary School, and some of us have put our children in home school or have changed teachers.
- o We would like more contact by school staff.
- o We would like weekly contact by P-T Bridge Case Managers.

---

o The creation of the Pre-Teen Bridge Program provided the team with written guidelines for program operation. The handbook provides us with a foundation to build the program.

- P-T Bridge Staff Member

G. Characteristics of Families in the P-T Bridge Program

Characteristics of Custodial Adults

Sex	Ethnicity	Age	Marital Status	Occupation	Dependents
F	Thai	30	Single	Housekeeper	1
F	---	28	Divorced	Helper	2
F	White	40	Divorced	Computer Operator	4
M	White	45	Married	Electrician	4
F	White	32	Divorced	Bus Driver	1
F	Mexican, Indian, White	35	Married	Telephone Operator	6
F	---	41	Married	Receptionist	1
F	---	33	Single	Plumbing	2
F	White	30	Married	-------	4
F	White	32	Single	Biller	4
F	White	43	Married	Sales	2
F	---	29	Single	Secretary	1
F	White	36	Married	LPN	1

Summary

Sex	Average Age	Marital Status	Average Dependents
12 Females 1 Male	35	6 Married 3 Divorced 4 Single	2.5

(Appendix A)

Operational Definition for At-Risk Students: Planning List

Evaluation Criteria:

1. Source of Data: school records.
2. All students in school? Yes/No
3. Consistency across state.

Characteristics	Indicators
1. Behind in grade level	1a. one or more grades behind
2. poor academic performance	2a. basic skills test in the bottom 20% of the test score distribution (within a particular school's norm or within national norms?)
	2b. not promoted to the next grade by end of school year
	2c. failed at two or more of the subjects (e.g., for middle school students: English, math, social studies, science) in ___ year or ___ grading periods
	2d. GPA below 1.5 for 2 or more successive semesters
3. Low school attendance	3a. truancy
	3b. unexcused absence(__ to __ days per semester)
	3c. not receive credit for one or more courses in ___ year because of absences
	3d. absences from classes
	3e. 6 or more absences during prior semester

Characteristics	Indicators
4. Detention and suspension	4a. suspended from school for ___ days in ___ school year/semester
	4b. expelled from school
	4c. behavioral problems (see school detention records)
	4d. Violated laws (substance abuse)
5. Dislike school	5a. feel insecure (fear of gang members, etc.) (administer Dropout Alert Scale)
6. Pregnancy	6a. mother of one or more children
	6b. married
	6c. counselor's records
7. Welfare recipients and members of single-parent households	7a. receiving AFDC payments
	7b. one biological parent
	7c. guardian
	7d. foster home
	7e. group home
8. Language problems	8a. English as second language
	8b. referral for special languages instruction
9. Physical conditions	9a. sick leaves (___ times ___ year/semester)
	9b. physical check-up records
	9c. feel tired (frequency)

(Appendix B)

Riverton Heights Elementary School
Enrollment By
Ethnic Groups

Grade	Black		Asian		American Indian		Hispanic		White		Total	
	M	F	M	F	M	F	M	F	M	F		
Pre-School	0	2	0	0	0	0	0	0	5	7	14	
K	2	2	3	3	1	0	1	1	17	19	49	
1	0	1	1	1	2	0	1	1	28	24	59	
2	1	2	0	0	0	0	1	2	14	20	40	
3	0	2	2	0	0	2	1	2	26	20	55	
4	0	1	1	1	0	1	1	1	23	14	43	127 Potential Pre-Teen Students
5	0	0	3	1	2	2	1	0	16	19	44	
6	0	1	1	2	0	1	0	1	12	22	40	
Total	3	11	11	8	5	6	6	8	141	145	344	

Reference: Riverton Heights Elementary
P-105 School Environment Report 224
29-Sept-88. Page 15

Blacks.....14
Asian.....19
Indian.....11
Hispanic...14
White.....286

Total.....344

Reference Material

Goldstein, A.P. et. al., Skill Streaming the Adolescent. A Structured Learning Approach to Teaching Prosocial Skills. 1987. Research Press Company. Champaign, Illinois.

P-T Bridge Program Manual. Atlantic Street Center. 1989.

State of the City. Children and Youth At-Risk. 1989. Church Council of Greater Seattle.

Pre-Teen Bridge Program Proposal. July 18, 1988.

Turkel, S.B. and Abramson, T. Peer Tutoring and Mentoring as a Dropout Prevention Strategy. Clearing House, October, 1986, 60, (2), 68-71.

Hirschorn, M.W. Coalition of 120 College Hopes to Encourage a Million Students to Tutor "At-Risk" Youth. Chronicle of Higher Education, 34, (20), A35, 38.

A Generic Case Management Model. Center for the Study and Teaching of At-Risk Students. University of Washington. Seattle, WA.

Hargroves, J.S. The Boston Compact: Facing the Challenge of School Dropouts. Education and Urban Society, May, 1987, 19, 3, 303-310.

New York City Dropout Prevention Program. Borough of Manhattan Community College, New York, New York. Board of Education. 1987.

Dropout Prevention/Reduction Programs and Activities. Dale County Public Schools, Miami, Florida. December, 1985.

Los Angeles Unified School DIstrict Dropout Prevention and Recovery Program. Los Angeles Unified School District, California. April, 1986.

At-Risk Youth Programs in Oregon: A Sourcebook of Program Ideas for Public Schools. Oregon State Department of Education. Salem, Oregon. February, 1987.

What Works for School Dropouts. National School Boards Association. ALexandria, Virginia. Educational Policies Service.

Report of the National Invitational Working Conference on Holding Power and Dropouts. New York, N.Y. February 13-15, 1985. Columbia University, New York, N.Y. Teachers College. March 13, 1985.

A Study of School Holding Power in Pittsburgh Public Schools. 1984-85. Pittsburgh Public Schools, Pennsylvania. July 18, 1986.

Freud, S. Three Contributions to the Theory of sex. The Basic Writings of Sigmund Freud (A.A. Brill Trans.) New York: Random House (Modern Library), 1905.

Freud, S. A General Introduction to Psychoanalysis (J. Riviere, Trans.) New York: Washington Square Press, 1965 (Originally published 1920).

Erikson, E.H. Childhood and Society. New York: Norton, 1950, 1963.

Erikson, E.H. Identity and the Life Cycle. New York: International Universities Press, 1959 (reissued by Norton, 1980).

Loevinger, J. Ego Development. San Francisco: Jossey-Bass, 1976.

Bandura, A. Social Learning Theory. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

Piaget, J. The Origins of Intelligence in Children. New York: International Universities Press, 1952a.

Piaget, J. The Grasp of Consciousness. Action and Concept in the Young Child. Cambridge, Mass.: Harvard University Press, 1976.

Piaget, J. The Development of Thought. Equilibration of Cognitive Structures. New York: Viking Press, 1977.

Maslow, A. Motivation and Personality (2nd. Edition) New York: Harper and Row, 1970.

Recommendations for Summative Evaluation for New P-T Bridge Programs

RESEARCH STATEMENT OR HYPOTHESIS

The Pre-Teen Bridge Program will assist youngsters in grades 4 through 6 to improve the academic and social skills needed for success in school, as measured by grade point average, standardized test scores, and prosocial behaviors such as attendance, cooperation, and other significant variables.

It is strongly recommended that all variables be operationally defined. For example, to define "at-risk" students, one could specify all students with a grade point average of 2.0 or below, or to use a different set of goals, all students who are absent more than 5 times per quarter. (See Appendix A)

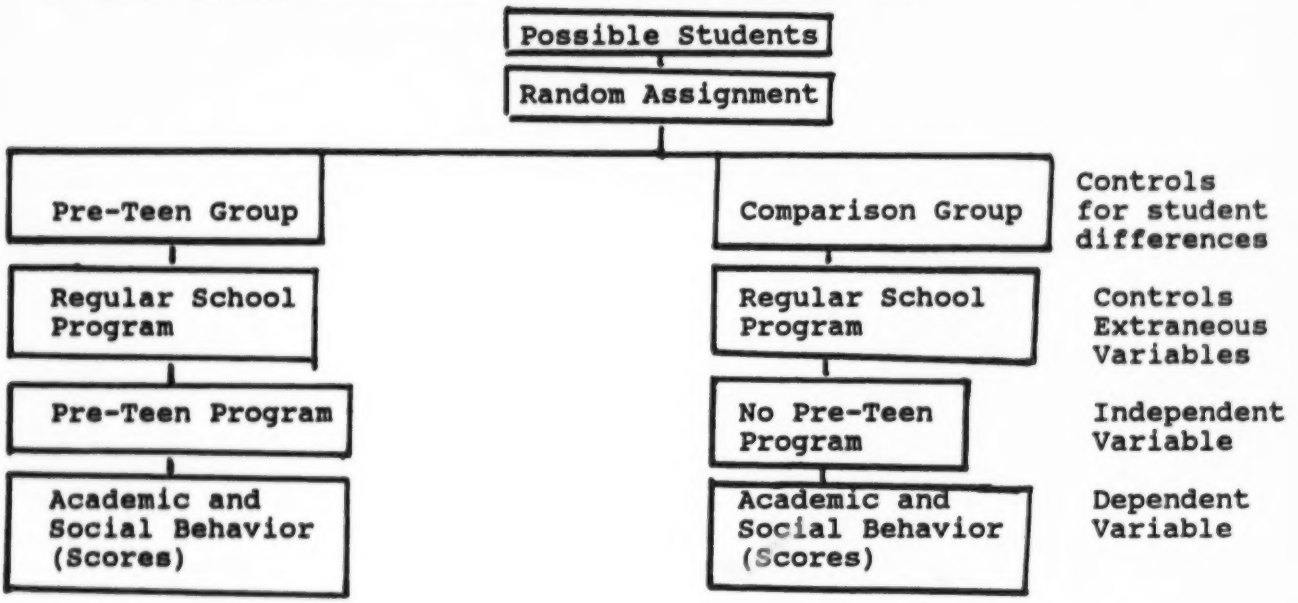
POPULATION AND SAMPLING PROCEDURE (See Appendix B)

The population (or Universe) should include 4th through 6th grade students being served by the program.

For this evaluation project, a representative sampling should be drawn from the population using a random sampling procedure, and operationally defined variables for student selection. The student selection process should be clearly defined so that the following questions may be easily answered; 1) Who are the students? (age, sex, etc. See Appendix A) 2) Why were they selected? (at-risk characteristics see Appendix B), 3) What measurements are being used for their selection? (test scores, attendance, etc.) 4) Where do these students come from? (urban, rural, etc.) 5) How are they selected? (teacher referrals, etc.) A random sample helps to control bias by researchers who may not want to deal with a high risk population or members of certain races. Another advantage of a random sample is that it will enable confident inferences to the general population.

ANATOMY OF THE DESIGN

Elements of a research design to assess the effects of a Pre-Teen Bridge Program on academic and social achievement.



RESEARCH DESIGN

The research design should clearly designate a logical manner in which the pre-teen students are compared to other similar students. Merely knowing that good social skills and academic success are related is not sufficient to justify an interpretation that good social skills caused academic success. Another factor - perhaps natural ability of students or teaching methodology - may cause change in both variables. A good research design will rule out or reduce alternative interpretations.

MATCHING INDIVIDUALS

A control or comparison group should be used so that pre-testing and post-testing can occur with regard to individual scores on academic and social measures so that the Pre-Teen Bridge students can be compared to students with the same characteristics. Essentially, the two groups should be as close to equal in composition as possible. For example, for every female in the Pre-Teen Bridge Group, there should be one in the comparison group; for every 4th grade female student in one group there should be one in the other; and for every at-risk student in the Pre-Teen Group there should be one in the comparison group. Thus, students are matched groups that adequately

distribute known or unknown variables so that their effects are balanced out and essentially controlled.

For example, one could take 100 students who have similar characteristics and, by flipping a coin for each student, divide them into two groups. A pretest, or available test scores would be used to measure all students on selected characteristics to insure similarity of both groups.

ANALYSIS OF CHANGE

An analysis of the difference in Individual Scores between the pretest and post-test could be done rather than solely depending on observing the overall averages for the groups.

In order to enhance the descriptive analysis of the program, other research designs that should be added to this study are case studies and surveys.

CASE STUDIES

Although case studies do not involve comparisons, they do afford an opportunity to observe one student or a population of students at one point in time. Case studies are helpful in that they allow a description to be presented.

SURVEY DESIGN

Another helpful method of investigation is the survey design where two populations of students may be compared with respect to outcome measures such as grades and attendance. In this case, a matched group and reported observations over a period of time are used.